DOCUMENT RESUME

ED 129 800 SP 010 515

AUTHOR Cohen, Shirley
TITLE Parent Involvement in the Education of Young Handicapped Children. Module II: How Parents Can Help. Instructor's Manual. Toward Competence Instructional Materials for Teacher Education. Case 03-75.
INSTITUTION City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE Mar 75
NOTE 14p.; For student handbook, see SP 010 514; For all documents in modular cluster, see SP 010 511-517; For other related documents, see SP 010 493-510
AVAILABLE FROM Competency Based Teacher Education Project, The City University of New York, 315 Park Avenue South, New York, N.Y. 10010

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Academically Handicapped; *Educable Mentally Handicapped; *Exceptional Child Education; Exceptional Child Services; Leaders Guides; Learning Disabilities; Learning Modules; Mentally Handicapped; Parent Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Performance Based Teacher Education; School Services
IDENTIFIERS *Competency Based Teacher Education Project

ABSTRACT

This "Instructor's Manual" is designed for those responsible for guiding trainees through module II on "Parent Involvement in the Education of Young Handicapped Children: How Parents Can Help." The responsibilities of the instructor are outlined, and the means for satisfactory completion of the module are clarified. An answer key is given for the pre- and post-assessment tests. (JD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129800

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TOWARD COMPETENCE

Instructional Materials for Teacher Education

Parent Involvement in the Education of Young Handicapped Children
Module II

HOW PARENTS CAN HELP

Shirley Cohen
Hunter College
of the City University of New York

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Report No. Case - 03 - 75
March 1975
Competency Based Teacher Education Project
Center for the Advanced Study in Education
The Graduate School and University Center
of the City University of New York
315 Park Avenue South, New York, N.Y. 10010

SP010 315

INSTRUCTOR'S MANUAL
FOR
PARENT INVOLVEMENT IN THE EDUCATION
OF
YOUNG HANDICAPPED CHILDREN

MODULE II:

HOW PARENTS CAN HELP

SHIRLEY COHEN, HUNTER COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

Development of the material contained herein was supported in part by the University of the State of New York, the State Education Department, Division for Handicapped Children, and from monies made available by a grant from the Bureau of Education for the Handicapped, United States Office of Education.

The opinions expressed herein do not necessarily reflect the position or policy of either the University of the State of New York or the United States Office of Education, and no official endorsement should be inferred.

© Center for Advanced Study in Education of the City University of New York, 1975

All Rights Reserved

The material contained herein is not to be reproduced in any form without the written permission of the Principal Investigator, Patricia M. Kay.

The Responsibilities of the Instructor

Your responsibilities as instructor will include the following:

1. Examine the prerequisite report forms made out by trainees for admission into this module.
2. Administer and score the pre-assessment; decide upon an entry level for each trainee according to the instructions given in the module; and communicate with the trainee about his (her) entry level.
3. Insure that all of the required reading materials, and as many of the supplementary reading materials as possible, are available to the trainees.
4. Make arrangements for the showing of a film and possibly a filmstrip.
5. Make arrangements for resource people as described in the module.
6. Help trainees obtain information and arrange for field visits.
7. Schedule group sessions.
8. Lead group discussions and provide direction during group evaluation activities.
9. Evaluate written reports.
10. Monitor the progress of all trainees, assigning supplementary activities as needed.
11. Administer and score the post-assessment remedial activities when necessary.

Orienting Yourself

Your first job is to familiarize yourself with the module by reading it and doing as many of the activities included in the module as is feasible.

Entry into Module II

You will check each trainee's Prerequisite Qualifications form, to make sure that all trainees have completed or been exempted from Module I.

Pre-Assessment

You will administer the pre-assessment to all trainees, score their responses according to the answer key which follows, then decide upon an entry level for each trainee according to the direction provided on page 7 of the module.

You will communicate the entry level to the trainee.

Answer Key

Pre- and Post-Assessment

The answers provided below are not meant to be exhaustive. They can provide you with suggestive, rather than absolute, scoring quidelines.

Question #	Responses
1	a) Parents are the most important educators in the lives of young children.
	b) Many parents are bewildered and need help in helping their children.
	c) Many parents have valuable contributions to make to the understanding of teachers and other school personnel.
	d) Parents can serve as extremely effective agents of change and obtainers of service.
	e) Parental attitudes affect child attitudes. A parent who is involved in the educational process is more likely to support it and lead her or his child to want to succeed in it than a parent who is kept outside this process.
2	a) Information about what the child can and does do by himself at home.
	b) Information about what the child likes, dislikes, is upset by.

Question #

2 c) Information about how the child is helped to learn new things at home.

d) Information about how the child is moved toward desirable behavior or away from undesirable behavior.

3 a) Information about what the child can and does do in school.

b) Information about what the child is currently in the process of learning in school.

c) Information about what approaches have been found effective in school in directing the child away from undesirable behavior and toward desirable behavior.

d) Information about approaches to learning that have worked best with the child in school.

4 a) Home teachers

b) Teaching aides in the school

c) Teachers of other parents

d) Public { attitude / opinion } changers

e) Service obtainers

f) Planning associates

Question #

5 Until recently most educators felt that parents should stay out of education except perhaps for certain "enrichment" activities such as trips to the museum, zoo, and library. This attitude included a belief that teachers know best and parents can only mess things up if they interfere. This was even more true in certain areas of special education than in education in general. Today special educators are beginning to recognize the complementary and supportive role parents can play in education.

6 It is impossible to list all the organizations that can be included here. You will have to check the literature of the organizations named to judge the responses to this question.

7 Benefits

a) The manpower provided allows for greater individualization.

b) Parents learn approaches and techniques they can then use at home with their own children.

c) Parents become more sure of themselves.

d) Teachers and parents learn each other's language, share perceptions and experiences. As a result they can communicate and plan better together.

Question #

Cautions

a) Some parents are too disturbed, disorganized, or in other ways ill fitted to work with children.

b) Some parents can work well with children other than their own but become overinvolved with their own child.

Guidelines

a) Parents should be carefully selected.

b) Of those parents selected, further consideration should be given before any parent is placed in the same classroom as his or her own child.

c) Parents should be given orientation and training before beginning to serve as aides.

8 Any home-based program discussed in one or more of the required readings is an acceptable answer.

9 You will have to use your own judgment and information from the readings in the module to score this response.

10

1. c	4. a
2. b	5. b
3. d	d

11 Responses to this question should reflect the following understandings:

- That workshops should be arranged in places and at times convenient to parents.
- That objectives should reflect parent interest and priorities for their children.

Question #

- That objectives should be specific (focused).
- That the teacher should prepare an agenda reflecting the principles spelled out in Element III.
- That the meeting should include active participation on the part of the parents.
- That feedback from parents on the helpfulness of the meeting should be elicited.

Consult Element III, pages 38 for more specific information on planning workshops.

Arranging for the Availability of Materials and Resource People

You will arrange to have all required reading materials available to trainees. This may involve ordering of books, and so should be done well in advance of the beginning of module use. Whenever possible, supplementary reading materials should also be made available. Reading materials are listed on pages 18, 19, 28, 29, 30 and 39 of the module. A bibliography is included in the module package for further reference.

Element I, Activity 3 calls for a questionnaire. An extra (loose) copy of these 2 pages is included in the module package so that you can reproduce the number needed for your class. (Remember each trainee will need four copies of the questionnaire.)

You should also approximate the time when most trainees will be ready for activity 4 in Element II, (page 35) and should rent the film Learning in Joy for that time. This film is available for rental from the following source:

Synchro Films, Inc.
43 Bay Drive West
Huntington, New York 11743
Telephone: 516-271-3947

If you want to be able to provide supplementary activities for this element, you will also need to arrange to have two filmstrips from the Parent/Child Toy-Lending Library available, as well as the kit Learning in the Home: Family Activities that Teach. The filmstrips which accompany the Parent/Child Toy-Lending Library may be available for loan from a Special Education Instructional Materials Center (or Area Learning Resource Center). The entire filmstrip collection may be purchased from General Learning Corporation, Morristown, New Jersey. Learning in the Home may be purchased from the Special Education Development Center at Hunter College (current cost - $10). New York State educators may borrow it from a Specia. Education Instructional Materials Center.

You will also have to arrange for the participation of two resource people as described in Element II, Activity 3, (page 34).

Scheduling and Directing Group Sessions

Since several group sessions are integral to this module, you must lay out a schedule for these sessions that makes sense in terms of trainee progress. The first group meeting should take place after questionnaire data has been collected. (See Element I, Activity 4, page 26 .

The second group meeting focuses on the use of parents as teaching assistants. (See Element II, Activity 3, page 34.)

At the third group session, the film Learning in Joy will be shown and discussed. (See Element II, Activity 4, page 35.)

The fourth group meeting will involve the trainees in planning and dramatizing parent-teacher conferences. (See Element III, Activities 7 and 8, pages 56 and 58)

The fifth group meeting will focus on workshops for parents. (See Element III, Activity 13, page 70.)

Evaluating Written Reports

Many of the individual learning activities in this module are to be followed by trainee-prepared reports. The purpose of these reports is to

enable you to ascertain that the activities have been completed and that the trainee has attained the knowledge objectives for which these activities were designed. If a trainee's reports demonstrate that knowledge objectives have not been attained, you are responsible for consulting with the trainee to determine why this is so, and what can be done to remedy the situation. Supplementary activities may be assigned or the trainee may be asked to repeat the required activities.

Reports are to be turned in by trainees as follows:

- Report Form #1 following reading 1, Activity 1. (See Element II, pages 28 and 29.)
- Report Form #2 following reading 2, Activity 1. (See Element II, page 28.)
- Report on meetings of two parent organizations. (See Element II, Activity 2, page 34.)
- Choice Alternative: Summary of observation of parents as teaching assistants. (See Element II, Activity 3, page 34.)
- Supplementary: Description of filmstrips from Parent/Child Toy-Lending Library. (See Element II, page 36.)
- Supplementary: Learning in the Home questionnaire. (See Element II, page 37.)
- Script of a parent-teacher conference. (See Element III, Activities 7 and 8, pages 56 and 58.)
- A workshop plan. (See Element III, Activities 10 and 12, pages 63 and 70.

Helping Trainees Arrange Field Visits

You will help trainees identify local organizations or local chapters of national organizations of parents of the handicapped. You may want to make contact with one or more of these organizations to pave the way for trainee attendance at meetings. (See Element II, Activity 2, page 34.)

You will also help trainees arrange for visits as described in Element II, Activity 3 (page 34.)

Providing Remedial Activities for Element III

If any trainee has missed more than one correct response in Activities 4 and 5, you should be prepared to devise supplementary activites that might involve the following:

1. role-playing
2. sitting in on conference between parents and guidance counselors or family workers.

Clarifying Satisfactory Completion of the Module

Your role in guiding trainees through this module includes on-going monitoring and the assignment of remedial activities for students who do not adequately complete any activity. The assignment of supplementary activities should follow immediately the finding that a student's performance is deficient. By the time trainees reach the post-assessment, they should have successfully completed all of the instructional activities, or they should have been counseled out of this instructional unit. The post-assessment then becomes a brief exercise designed to give the student the opportunity to show what he has learned.

The post-assessment should also include an opportunity for students to evaluate the module and give you feedback on ways to make it more effective.